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ABSTRACT

Effective academic planning which considers the child's behaviors and skills can be used to manage the inappropriate behaviors of emotionally handicapped children. Academic planning is especially effective when used in combination with behavioral management techniques. Using the child's behavior to determine appropriate tasks and to determine the sequencing of tasks can work (along with positive behavioral techniques) to eliminate inappropriate behaviors and establish more appropriate ones. It is also important to develop plans that are skill oriented and provide varied materials which consider the child's needs. Modification of commercial materials often makes them more acceptable for this population. By using all of these techniques simultaneously emotionally handicapped children make significant progress both academically and behaviorally, and self confidence is increased. (Author/PHR)

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THE EFFECTIVENESS OF ACADEMIC PLANNING AS A MEANS OF CONTROL WITH EMOTIONALLY HANDICAPPED CHILDREN

by

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INTRODUCTION

DESCRIPTION OF THE BERTHA ABESS CHILDREN'S CENTER PROGRAM

As a teacher of severely emotionally handicapped children, the use of behavior management techniques to decrease and change inappropriate classroom behaviors has been a major classroom management tool. Through several years of working at The Bertha Abess Children's Center in Miami, Florida, the emphasis has changed from a strict behavioral framework to an approach that combines behavioral techniques with appropriate academic planning to establish and maintain more acceptable classroom behaviors. This multifaceted approach is used throughout The Bertha Abess Children's Center's educational program to facilitate change in those areas in which a student is experiencing difficulty.

Once a student is accepted into the program, the instructional staff in the Diagnostic Phase begins a comprehensive evaluation that assesses the child's academic, behavioral, and learning process strengths and weaknesses. Once this phase is completed, the child moves into a Prescriptive Phase where the educational plan is implemented. This phase continues to utilize sequential behavioral interventions, positive management techniques, and a highly structured classroom, as well as an individual educational prescription to modify and change classroom behaviors. After a child has made significant progress in this phase and is ready for consideration of a return to a mainstream program, he is moved into the Transitional Phase. This class simulates a regular school environment as closely as possible so that the child's readiness for a different school placement can be assessed. At the point when it appears that a child can function successfully in a less restrictive environment he is returned to a public school classroom.

Throughout all three classroom phases positive management techniques are combined with effective, appropriate academic plans to facilitate change. The Center has moved from the position of using behavioral interventions to control and modify behaviors, to the framework of using academic tasks which are structured, reinforcing, and sequentially planned to work within the management system to assist in establishing and maintaining acceptable behaviors.

WHEN APPROPRIATE TASKS CAN HELP

Behavior modification combined with appropriate academic tasks can effectively control and eliminate many inappropriate classroom behaviors. In particular, this is very important with emotionally handicapped children because they are generally so easily frustrated and may frequently have difficulty working consistently on academic assignments. There are many times when the correct choice of tasks can make the difference between success and failure in the classroom. For example, an appealing, motivating task is more likely to be successful with a child who has just calmed down from an explosive incident

than a task that is boring and bland. A child that is easily frustrated will attempt tasks closer to his instructional level if the tasks are game or fun-oriented. With this type of child appropriate, motivating tasks are essential for greatest academic and behavioral change. This is definitely a case where the combined effectiveness of two approaches is greater than that which can be achieved by either singly. That is, behavior management techniques combined with appropriate academic tasks can control inappropriate behaviors more successfully than either could obtain individually.

Frequently, an academic task can signal when reinforcement is earned. For example, if reinforcement is earned when a task is completed, then the task length will determine the reinforcement interval. This technique will work even with children that need frequent reinforcement. They will learn to work independently for an entire task if modification of the assignment make it an acceptable length. Academic tasks that are self-correcting also increase a child's ability to work independently. For these types of tasks teacher attention may not be necessary during a task and children can work for longer periods without frustration.

CHOOSING MATERIALS BASED ON CHILD'S BEHAVIOR

BEHAVIORS TO LOOK FOR

Many times the behavior of a child in a particular setting can help a teacher determine which task would be appropriate for that child. There are four major areas which can frequently help signal task needs and requirements. They are the attention span of a child, the maturational limit of the child, the social skills of the child, and the reinforcement needs of the child. As in other areas, all four behaviors are important in determining the appropriateness of a task. It is possible that a child could perform on a task based on his maturational limit, but his social skills are not strong enough. A teacher should consider as many behaviors as possible and then decide on the best task for each child.

Emotionally handicapped children frequently have very short attention spans and this behavior should be examined and charted as soon as possible. It is common to have a child that cannot attend to a task for more than a few minutes, therefore this becomes an important consideration when making decisions about a task's suitability. A child that can only attend for limited periods needs tasks that are short or can be broken up into small segments. One technique that can be used successfully on longer tasks is to block out a portion of the task so that the child only sees one small part at a time. In most cases, several short tasks on a particular skill are better and more successful than one long task. Another common mistake made by teachers is determining the attention span for one subject area and assuming it is the same for all subjects. Many children are more frustrated by one particular area and may have a shorter attention span when that subject is assigned.

Another child behavior that may be important in choosing a task is the maturational limits of the child. Sometimes a task requires skills in areas other than the primary objective of the task. For example, an alphabet lacing card is primarily concerned with teaching the child to sequence alphabet letters, but it also requires that the child have the motor skills necessary to lace the card. This can cause difficulty if it has not been considered when the task is assigned. Other common problems frequently experienced by emotionally handicapped children are an inability to write answers in the space provided on a task, and not understanding the directions for a task or the correct way to complete it. Sometimes, a child can perform the instructional objective the task is designed for, but makes errors and cannot complete the task accurately as a result of his maturational limits. A teacher can be misled about a child's true skills and abilities if maturational limits are not carefully considered. Therefore, it is always important to look for both the major objective of the task and any other skills that it is assumed the child has mastered before the task is assigned.

In addition to the attention span and the maturational limits of the child, the social skills and reinforcement needs must be examined. A child that has trouble relating to peers would probably be unable to perform adequately on a group task. This child would require individual assignments or possibly small teacher-directed groups so that social skills would not interfere with his ability to learn. Also, different types of tasks should be assigned to children that have widely different reinforcement needs. The teacher should determine if the task has logical places where the child can receive reinforcement without interrupting the flow of the assignment. Short assignments can also be useful in helping the child increase his ability to work independently, especially if the child needs frequent reinforcement. Therefore, it is important to consider the child's behaviors before assigning a task as an activity, because it may be appropriate in some ways, but may not be in others, resulting in frustration or failure if the child attempts the task.

DETERMINING SCHEDULE AND SEQUENCE OF TASKS

The schedule of assignments used daily in the classroom is an important factor especially with emotionally handicapped children. A schedule that considers time spans between tasks, movement around the classroom, most and least preferred activities, independent as well as dependent tasks, and provides opportunities for flexibility is most likely to be successful with this population. (See Appendix I for sample task sheet) Depending on the size of the class and abilities of the students, different types of schedules would be appropriate as long as the teacher is aware of all the factors that influence a child's ability to work appropriately.

A schedule of tasks should realize the importance of considering the optimum time span between tasks, and especially between different subject areas. On an assignment sheet different amounts of time may be set aside for reading and math depending upon the child's needs and abilities. Also, the child may require several short tasks for reading, but can complete longer more complex assignments in math. These differences between children must be taken into account when planning a classroom daily task sheet.

Movement to audio-visual tasks (story records, filmstrips, Language Master, etc.) should be used both for an educational objective, and also as reinforcement for completing more difficult in-seat assignments. If these tasks are prepared in advance the teacher can make adjustments in the daily schedule based on the child's ability to work that particular day and can frequently help maintain appropriate on-task behavior for longer periods of time. This can be done by changing the frequency of these independent reinforcement type activities. Also, it allows the child to move from one learning activity to another and provides variability of setting. These tasks are reinforcing in that they are fun to complete and thus do not seem like "work" to the child, but they also reinforce a skill previously taught in a more dependent setting.

In addition, most children usually have one subject area or type of task that is preferred more than others. This can be used as a natural reinforcer but is often overlooked by teachers in their desire to have everyone doing reading or another subject at the same time. If possible, the task (or subject) least preferred by a student should be followed by the most preferred one. This will help reinforce the child for completing the more difficult assignments and provides a break during academic time. One exception to this general rule is that the first task given to a child each morning should be a fun-oriented task that is short and easy for the child to complete. This will get the child in his assigned seat to start the day and help to elicit appropriate behaviors that can be reinforced readily. After this task, a task in his least preferred subject area can be assigned. As the day progresses, the tasks scheduled for the child should move towards more preferred subjects and activities particularly as the child's ability to concentrate and maintain attention will probably decrease later in the day.

Another problem that occurs frequently with emotionally handicapped children is that the teacher fails to determine in advance the child's need for teacher help on a particular assignment. This can be disastrous if several children are given a task that is essentially dependent at the same time. Which child can the teacher help? Usually, none of the children get enough help resulting in frustration and an increase in inappropriate behaviors by all children. One way that this can be avoided is by scheduling tasks that require teacher help and attention. A reminder on the task sheet that a particular assignment needs teacher help can assist the teacher in choosing a time when she will be able to give the required attention to that student. Another way a teacher can give dependent attention to more than one child at a time is by using other children in the class to help in areas that they excel. This is beneficial to both students as it encourages an ability to work with peers in a supportive manner.

The most important factor to consider in all daily plans is to maintain enough flexibility and alternatives so that the teacher can make changes based on the child's abilities on that particular day. The schedule should be structured and definite but it should not be so regimented that a teacher cannot make adjustments, if necessary, to maintain appropriate on-task behavior.

CHOOSING MATERIALS BASED ON INSTRUCTIONAL OBJECTIVES

DEVELOPING OBJECTIVES AND WEEKLY PLANS

Before a teacher can begin to determine appropriate daily academic plans, it is necessary that goals and objectives be set for each child. Federal laws require Individualized Educational Plans for all exceptional children and this should be used to develop weekly or monthly goals and objectives for each child. To begin this process a teacher must pretest in all subject areas to determine skills and abilities of the child. Commercial diagnostic tests, placement tests supplied with various textbook series, and teacher-made or informal tests can all be used effectively to assess a child's academic levels. With emotionally handicapped children a teacher must also consider any behaviors of the child that can interfere or affect the validity of the test.

Once skills the child has not mastered are determined, a comprehensive IEP can be written. This plan must consider academic test results as well as the child's behavior in setting realistic objectives and goals. For emotionally handicapped children, goals must be set for behavioral difficulties as well as for all academic areas. Once goals are determined, then objectives to meet these goals can be established. All statements of objectives should be clear, concise, and measurable so that progress can be accurately assessed.

After the IEP is completed, then weekly academic plans can be developed for each child. A sample weekly plan used at The Bertha Abess Children's Center is attached in Appendix II. This plan includes objectives in various subject areas, the IEP objective each weekly objective is designed to meet, the way in which skill mastery will be assessed, and the length of time it is estimated to take to master each skill. In addition, the academic materials that will be used to teach, reinforce, and practice each objective are listed. Once this plan is completed, developing daily task sheets becomes a relatively easy process. Obviously, the number of students a teacher is responsible for will determine the amount of time she has to develop detailed weekly plans, but some type of organized approach to skill mastery is essential for best academic progress to be achieved. By listing materials that are varied and include both dependent and independent tasks a teacher can decide which tasks are best to use on a particular day based on her classroom's schedules. Once the day begins, the teacher can choose specific tasks for a child based on his ability to function at that moment.

DETERMINING SUITABILITY OF MATERIALS

As soon as appropriate objectives are determined, a teacher must begin to look for materials that are designed to meet the objectives and are appropriate for a child based on his own individual needs and abilities. A teacher should examine all materials that are available to determine which

ones are suitable for a particular child. Textbooks and workbooks frequently have manuals or skill guides which can be referred to in determining the objectives of a particular section or page. Also, most non-consumable commercial kits and cards list skills and objectives that the material is designed to meet. Therefore, finding materials appropriate for a particular objective is not often difficult, but determining which ones are suitable for a particular child may be more of a problem.

To determine if a particular material is suitable for a child several factors must be examined. All of the areas mentioned earlier such as attention span, maturational level, social skills, and reinforcement needs must be considered when choosing a specific task. One way that these areas can be evaluated is by determining the prerequisite skills, the length, and the motivational level of the task. If none of these require a behavioral skill that the child currently does not possess then the task is most likely an appropriate choice.

Sometimes, the assignments available to the teacher for a specific skill are such that none of them are suitable in all ways for a child. Then, the teacher must choose the best one to use with that child, being careful to remember any behaviors which may influence his performance on the task. If none of the available materials are successful with the child then the best solution is to develop a teacher-made material to teach the skill which is appropriate for the child. Obviously, designing and producing teacher-made materials is a lengthy process, so commercial products should be examined first. If the teacher-made material is designed, it must be made so that it is non-consumable and can be re-used by other students. This way, the next time a student needs additional help with a particular skill a teacher-made material is ready to be used.

MODIFYING AND DESIGNING MATERIALS

Sometimes it is possible to modify commercial materials so that they are more suitable for use with emotionally handicapped children. Tasks that are too long can be shortened, ones that are too complex can be simplified, tasks that lack motivation can be made more appealing, and tasks designed for one skill can be used in other areas. By looking for ways to use a particular material more creatively, a teacher can multiply its usefulness and appropriateness for this population. Unfortunately, many commercial materials that are specifically designed for exceptional children are not appropriate for this population and must be modified to use with severely emotionally handicapped children.

One of the simplest ways a material can be modified to suit a particular child is by changing the directions. A task with a separate answer sheet, which is usually difficult for emotionally handicapped children because they require the child to transfer the answer from one place to another, can frequently be modified for use with an acetate overlay. This works well with some textbooks and workbooks that a teacher does not want consummed.

Also, a task that requires a writing skill a child does not possess can be modified by allowing circling of the answer or some other way of indicating the correct answer. The important concept to keep in mind when modifying directions is that what matters is mastery of the specific skill or objective. As long as a teacher can assess a child's knowledge and understanding of the skill, then any modification that is successful is appropriate.

Another modification that can be accomplished easily is to reduce the length of the task. A child is more likely to attempt a short task than a long complex one so this can be helpful in maintaining appropriate on-task behaviors. This is especially important if the directions for the task change for different sections of the task. A child that cannot read the directions can be severely frustrated if he attempts to do the entire task the same way, and emotionally handicapped children usually cannot remember two sets of directions for the same task. By simply blocking off parts of the task the teacher can avoid many problems. Again, the skill being taught is the most important consideration and assuring that the child understands what and how much of the assignment he should complete will reduce potential problem areas.

Increasing the motivational level of the task is a more difficult modification. A task that is cluttered, visually unappealing, or confusing, usually has a low motivational level with emotionally handicapped children. If a teacher wants to use such a task, possibly because it works on a specific skill where appropriate materials are difficult to obtain, then it is important that it be made as motivating as possible. Frequently this can be accomplished by modifying the directions or reducing the length. Also, more teacher attention on the task can increase its appeal. Another technique which is frequently successful is to pair the task with one that is very motivating and has a high interest level. Once the less desirable task is completed, the more desirable one can be started.

Another way in which a material can be modified is to use a material designed for a specific skill to teach or reinforce another skill area. This is most important when materials are limited and the teacher wants to make use of all materials in every possible way. Sometimes, a teacher can make cards or other activities to use with a material that is designed for other use. For example, a card designed for a phonic skill which has many pictures on it, could also be used for sight words by making cards with the appropriate words. Frequently, teacher-made materials can be designed so that they are appropriate for many different areas. This is one way to have a variety of materials in the classroom without devoting excessive amounts of time to design and make them.

As stated earlier, if a commercial material is not available to teach a specific skill, then the teacher must design the material to use. Many source books have been published which can be referred to for ideas in many subject areas. The same concept (for example, mix and match activities) can be used to make materials in various subjects. Old workbooks, magazines, and ditto pages which have been colored can be used successfully for pictures and words. It is important to design materials so that they are non-consumable and sturdy

so they are not easily destroyed. Also, a material that is simple to design and make can be as effective as a complex difficult one and less time is spent working on it. Children generally enjoy completing a task made by the teacher and this alone can make it very motivating. Also, if a task is teacher-made, it is possible to make it short and uncluttered so that an emotionally handicapped child can complete it easily.

CONCLUSION

In summary, effective academic planning which considers the child's behaviors and skills can be used to manage inappropriate behaviors of emotionally handicapped children. It is especially effective when used in combination with behavioral management techniques. Using the child's behavior to determine appropriate tasks and to determine the sequencing of tasks can work with positive behavioral techniques to eliminate inappropriate behaviors and to establish more appropriate ones. It is also important to develop plans that are skill-oriented and provide varied materials which consider the child's needs. Finally, it is possible to modify many commercial materials so that they are more acceptable for this population. By using all of these techniques simultaneously emotionally handicapped children make significant progress both academically and behaviorally. At the same time, confidence in their ability to succeed in school activities is increased so that the likelyhood of these new behaviors becoming an integral part of the child is heightened.

APPENDIX I

BERTHA ABESS CHILDREN'S CENTER DAILY TASK SHEET

Name: Susan Date: Jan. 7

Tasks		
Order Task	9:00 - 9:10	
Reading 9:10-10:00	Sullivan Bk. 1 pg.6-10 ___ w/o Cds. Bk 1 ___ Avalanche Spell Bk 1 ___ Lang. Mas. Cds. Bk 1 ___ Care Bk. pg. 4-5 (w/teacher) ___ Wk. Bk. pg. 1 ___ Storytape "Land of the Lost" ___ Press and Check Board Sull. ___ Dolch Words(with Tina) ___	
Math 10:15-11:00	ISM Bk. pg. 31 ___ SRA 26 ___ Lite-up Board Subt. ___ MIA I pg. 131-132 ___ Folder (2-4) ___ TM Cds. Add (2) ___ SRA I 31 ___ Mix and Match clocks (at station) ___ SRA 51 ___ ESM 195-196 ___ DLM Add Clowns ___ SRA 32 ___ ASMD 247 ___	
Group Lesson: 12:30 - 1:15 with Marilyn		
Phonics 11:00 - 11:30	SVE Film "Itsy Inchworm" ___ w/o Sht.Vow 10 ___ ditto packet 1B ___ Avalanche Spell c-v-c ___ Tan 3 ___ DM 17 ___ Time 1 ___ Ditto packet 1A ___ Lang. Mast. Final Cons Cds. ___ DM 8 ___ Clues to Cons. 24-25 ___ Sys. 80 1HH ___	
Writing and Spelling 10:00 - 10:15	Getting Ready pg. 45-48 ___ TM writing shts (2) ___ SRA Man. G ___ Eye-Hand Int. Cds. ___ Lite Brite ___	
Art or (Shop)	1:15 - 1:45	
Lunch	11:30 - 11:45	
Music / (Movies)	11:45 - 12:30	
P.E.		

Other	Tasks Completed:

BERTHA ABESS CHILDREN'S CENTER WEEKLY LESSON PLAN

NAME: _____ DATES: _____

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Obj: Demonstrate the ability to recognize final consonants t. p. d. g within 5 instructional days.				
Criterion: Completion of activity and Systems Posttest with 95% accuracy.				IEP Obj: A-5
Lime 1 Durrell-Murphy 53 SVE Fin. Cons - H Lang. Mast. Fin. Cons. Ditto Packet 1A	Violet 22, Lime 5 Durrell - Murphy 51 SVE Fin. Cons. - F Teacher-Made Wheel Ditto Packet 2A	Violet 24 Durrell-Murphy 47,50 SVE Fin. Cons. - B Lang. Mast. Final Cons. Ditto Packet 3A	Violet 23 Durrell-Murphy 48 Ideal Magic Cd.-33,34 Teacher-Made Board Ditto Packet 4A	Lime 4, Violet 25 Durrell-Murphy 54 Ideal Magic Cd.37 System 80 Ditto Packet 5A
Obj: Demonstrate the ability to recognize medial vowel sounds a and o within 5 instructional days.				
Criterion: Completion of the activity and Systems Posttest with 85% accuracy.				IEP Obj: A-6
SVE Film: Itsy Inchwor w/o Sht. Vow. - 10,3 DM - 55 Sys. 80 1HH Ditto packet 1B	SVE Sht. Vow. - A, B Ideal Magic Cd. 5,6 DM 57 Lang. Master - Sht. Vo. Ditto Packet 2B	w/o Sht. Vow. - 1,2,3 Magic Cds. - 2,3 DM 62 Ditto Packet 3 B	SVE.Film. Annie Ant w/o Sht. Vowel - 11 DM 63 Lang. Mast. - Sht. Vow. Ditto Packet 4B	Troll Filmstrip SVE Sht. Vow.- G DM 65, 59 System 80 2HH Ditto Packet 5B
Obj: Demonstrate ability to complete Sullivan Programmed Reading Book 1 to Test 1 within 10 instructional days.				
Criterion: Completion of Test 1 with 90% accuracy.				IEP Obj: A-7
Bk. 1 pg. 6 -10 Clothespin Wheel Spelling Cds. Sull. Mix n' Match Green Webstermaster Bk. 1	Bk. 1 pg. 11-14 Avalanche Spell Bk. 1 Press and Ck. Board w/o Cds. Bk 1 Lang. Master Bk. 1	Bk. 1 pg. 15-18 Lacing Cds. Bk. 1 Sandpaper Match Lite-up Board Webstermaster Bk. 1	Bk. 1 pg. 19-22 Spelling Cards Cut-Apart Words Sentence Board Lang. Master Bk. 1	Bk. 1 pg. 23-25 Activity Bk. 1 Sullivan Match Bd. Mix n'Match org. Webstermaster Bk.1
Obj: Demonstrate the ability to complete American Book Reading Level Care to Review 1 within 10 inst. days.				
Criterion: Completion of activity and Review 1 with 85% accuracy				IEP Obj: A-8
Care pg. 4-5 Wk. Bk. pg. 1 Dolch Words w/Tina	Care pg. 6-10 Wk. Bk. pg. 2-3 TM Care Activity	Care pg. 11-12 Wk. Bk. pg. 4-5 Flashcards Care	Care Pgs. 13-17 Wk. Bk. pg. 6-7 TM w/o Care Sheet	Care pgs. 18-19 Wk. Bk. pg. 8 -9 Dolch Words

13

APPENDIX II

BERTHA ABESS CHILDREN'S CENTER WEEKLY LESSON PLAN

NAME: _____ DATES: _____

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Obj: Demonstrate the ability to add numbers (two single digits) to 10 w/o objects within 5 inst. days. Criterion: Completion of activity and teacher-made test with 90% accuracy. IEP Obj: D-1				
ISM Bk. pg. 31 SRA 51 TM add(2) DLM Add Clowns ESM 53 SRA 31, 32	MIA Bk. pg. 97-99 BFA 8 MUIN Blue 11 BFA 4	ISM Bk. B37 MIA pg. 103-105 TM Add (2) ESM 54-55	ISM Bk. B41 MIA pg. 135-136 MUIN Blue 12 Clothespin Add	ISM B42-43 MIA pg. 139-140 Mix n'Match Add SRA 78, 79
Obj: Demonstrate the ability to subtract numbers less than 5 without objects within 5 inst. days. Criterion: Completion of activity and teacher-made test with 90% accuracy. IEP Obj: D-6				
ESM 77-78 MIA 131-132 SRA 26 Lite-up Bd. Subt. Math Folder (2-4)	ISM B 33 ESM 79 TM Subt. Cd. - 4 Clothespin Subt.	ISM B 34 TM Subt. Card (no Obj) MIA 133-134 Mix n' Match Subt. Math Folder (2-4)	ISM B 35 ESM 80 SRA 29 Press and Ck. Yellow	ISM B 36 ESM 82 SRA 30 Little Professor Math Folder (2-4)
Obj: Demonstrate ability to tell time to the hour and half hour and recognize coin combinations to 10¢ within 5 inst. days. Criterion: Completion of activity and teacher-made test with 80% accuracy IEP Obj: D-4,5				
ESM 195-196 DLM Mix n Match Clocks MUIT cards 1 - 4	ISM C 29-30 w/o Time Cds. 1,2 MUIM Lesson 1, 2 Math Folder (8-7)	ISM C 31-32 w/o Money Cds. 1,2 ASMD 247	ESM 197-190 mix n' match Money(TM) MIA pg. 114 Math Folder (8-1)	ISM C 33 w/o Cds. Money ASMD 245
Obj: Demonstrate the ability to copy manuscript sentences on 1st grade paper within 5 inst . days. Criterion: Completion of activity with 95% accuracy. IEP Obj: E-1				
Getting Ready pg. 45-48 TM Writing Sheets SRA Man. G w/o Eye-Hand Int. Cds. Lite-Brite	GR pg. 49-52 Tracing Cards SRA Man. H W/o Follow Path Cds. Parquetry Designs	GR pg. 53-57 TM Writing Sheets SRA Man. I W/O Maze Cards Pegboard Patterns	GR pg. 58-61 Tracing Cards SRA Man. J W/O Figure Ground Cds. Block Designs	GR pg. 62-67 TM Writing Sheets SRA Man. K w/o Letter Cds. Form Boards